



**girl scouts**  
of ne kansas  
nw missouri

# **Program Aide**

# **Girl Guide**



# 21 Questions

1. Which three words describe you best?
2. Which is your best feature?
3. What's the best thing that's happened to you this week?
4. Who is your role model?
5. Who is your favorite teacher and why?
6. What is your favorite subject at school?
7. What do you want to be when you grew up?
8. Why are you here today?
9. What would be your perfect job?
10. What is your greatest achievement?
11. Have you ever won a trophy or medal?
12. If you could have one wish come true what would it be?
13. Which skill would you love to learn?
14. What's your hidden talent?
15. Which animal would you choose to be?
16. What is your favorite food?
17. What is your favorite drink?
18. What is your favorite TV show and why?
19. What is your favorite song?
20. What is your favorite book?
21. What is your favorite movie?

# Program Aide Overview

**Step 1:** Earn one Leader in Action Award

**Step 2:** Complete this training

**Step 3:** Work with younger girls over an additional 6 activity sessions

*Steps 1 & 2 are interchangeable.*

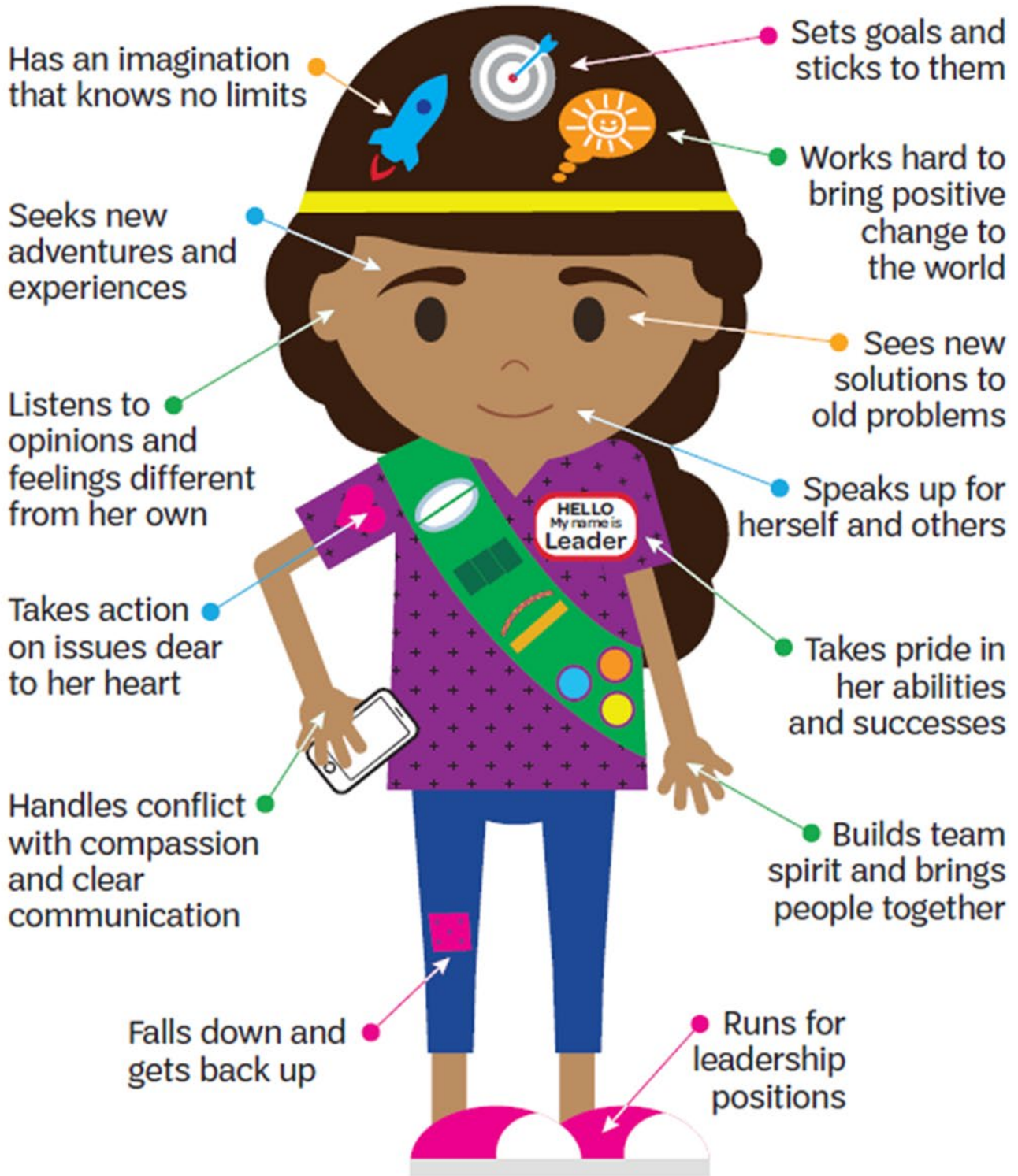
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# DNA of a G.I.R.L.

She's a *go-getter, innovator, risk-taker, leader!*



 POWERED BY GIRL SCOUTS

# Know Your Audience:

## *Daisy/Brownie Development*

Daisies	Brownies	Both
These girls are beginning to see other's points of view	These girls enjoy doing things in groups, and being with friends.	Girls this age have loads of energy and need to run, walk and play outside.
They love to move and dance	Girls this age want to help, and enjoy being given responsibilities.	These girls are concrete thinkers, focused on the here and now.
These girls are great builders and artists – but still developing fine motor skills. Media like clay or paints with big brushes are good.	They are becoming comfortable with number concepts and time.	These girls need clear directions and structure
They are beginning to learn about basic number concepts	Girls this age are developing fine motor skills and can use basic tools like scissors.	They enjoy doing things for themselves – this develops their self-confidence.
Girls this age don't like to lose at games	These girls want to be able to finish the things they start.	These girls like rules and routines, and like to be recognized for following the rules.
They are just learning how to write and spell.	Their reading skills are improving.	Girls this age want lots of encouragement.
These girls don't always have the words for what they want to say.	These girls are learning to tie more complicated knots, braiding, and other more detailed skills.	They want the approval of adults and Program Aides.
They may have trouble sitting still and listening.	They are getting better at waiting for their turn.	Girls this age are learning to work together in small groups.

# Girl Scout Leadership Experience

## WHAT GIRLS DO

DISCOVER

CONNECT

TAKE  
ACTION



## HOW THEY DO IT

GIRL-LED

COOPERATIVE  
LEARNING

LEARNING  
BY DOING



## Girl Scout Safety Guidelines

- 1. Follow the Safety Activity Checkpoints.** Instructions for staying safe while participating in activities are detailed in the Safety Activity Checkpoints, available on the GSKSMO website. Read the checkpoints, follow them, and share them with other volunteers, parents, and girls before engaging in activities with girls.
- 2. Arrange for proper adult supervision of girls.** Your group must have at least two unrelated, approved, registered adult volunteers present at all times, plus additional adult volunteers as necessary, depending on the size of the group and the ages and abilities of girls. Adult volunteers must be at least 18 years old and out of High School, and must be screened by our council before volunteering. One lead volunteer in every group must be female.
- 3. Get parent/guardian permission.** When an activity takes place that is outside the normal time and place, advise each parent/guardian of the details of the activity and obtain permission for girls to participate.
- 4. Report abuse.** Sexual advances, improper touching, and sexual activity of any kind with girl members are forbidden. Physical, verbal, and emotional abuse of girls is also forbidden.
- 5. Be prepared for emergencies.** Work with girls and other adults to establish and practice procedures for emergencies related to weather, fire, lost girls/adults, and site security. Always keep handy a well-stocked first-aid kit, girl health histories, and contact information for girls' families.
- 6. Travel safely.** When transporting girls to planned Girl Scout field trips and other activities that are outside the normal time and place, every driver must be an adult (18 years old and out of High School) volunteer, with a good driving record, a valid license, and a registered/insured vehicle approved by the leader. Insist that everyone is in a legal seat and wears her seat belt at all times, and adheres to state laws regarding booster seats and requirements for children in rear seats.
- 7. Ensure safe overnight outings.** Prepare girls to be away from home by involving them in planning, so they know what to expect. If fathers are joining in the trip, make arrangements in advance and share the information with the others attending the event. Men cannot sleep in the same space as girls and women, except during family or parent-daughter overnights, where one family unit may sleep in the same sleeping quarters in program areas. When parents are staffing overnight events, daughters should remain in quarters with other girls rather than in parent areas. Each participant should have her own bed; an exception can be made for mothers & daughters. Parent/guardian permission must be obtained if girls are to share a bed.
- 8. Role-model the right behavior.** Never use illegal drugs. Don't consume alcohol, smoke, or use foul language in the presence of girls. Do not carry ammunition or firearms in the presence of girls unless given special permission by your council for group marksmanship activities.
- 9. Create an emotionally safe space.** Adults are responsible for making Girl Scouting a place where girls are as safe emotionally as they are physically. Protect the emotional safety of girls by creating a team/group agreement and coaching girls to honor it. Agreements typically encourage behaviors like respecting a diversity of feelings and opinions; resolving conflicts constructively; and avoiding physical and verbal bullying, clique behavior, and discrimination.
- 10. Ensure that no girl is treated differently.** Girl Scouts welcomes all members, regardless of race, ethnicity, background, disability, family structure, religious beliefs, and socioeconomic status. When scheduling, helping plan, and carrying out activities, carefully consider the needs of all girls involved, including school schedules, family needs, financial constraints, religious holidays, and the accessibility of appropriate transportation and meeting places.
- 11. Promote online safety.** Instruct girls never to put their full names or contact information online, engage in virtual conversation with strangers, or arrange in-person meetings with online contacts. On group websites, publish girls' first names only and never divulge their contact information. Teach girls the Girl Scout Online Safety Pledge and have them commit to it.
- 12. Keep girls safe during money-earning activities.** Girl Scout cookies and other council sponsored entrepreneurial and financial literacy programs are an integral part of the Girl Scout Leadership Experience. During Girl Scout product sales, you are responsible for the safety of girls, money, and products. Discourage parents from sending money, especially cash, to school with their daughters. In addition, a wide variety of organizations, causes, and fundraisers may appeal to Girl Scouts to be their labor force. When representing Girl Scouts, girls cannot participate in money-earning activities that represent partisan politics or that are not Girl Scout-approved product sales and efforts.

# Safety and Ratios

*Every adult in Girl Scouting is responsible for the physical and emotional safety of girls. Program Aides do NOT count as adults in ratio they count as girls. You should never be with less than 2 adults when you are with girls.*

	Group Meetings		Events, Travel, and Camping	
	<b>Two</b> unrelated adults (at least one of whom is female) for every:	<b>One</b> additional adult to each additional:	<b>Two</b> unrelated adults (at least one of whom is female) for this number of girls:	<b>One</b> additional adult to each additional:
<b>Girl Scout Daisies (grades K–1)</b>	12	1-6	6	1-4
<b>Girl Scout Brownies (grades 2–3)</b>	20	1-8	12	1-6
<b>Girl Scout Juniors (grades 4–5)</b>	25	1-10	16	1-8
<b>Girl Scout Cadettes (grades 6–8)</b>	25	1-12	20	1-10
<b>Girl Scout Seniors (grades 9–10)</b>	30	1-15	24	1-12
<b>Girl Scout Ambassadors (grades 11–12)</b>	30	1-15	24	1-12



# What I Like Best



Start by brainstorming your many interests—the things you care about, think about, and enjoy doing.

You might write down your favorite school subjects or all the numerous things that distract you from school. (Some are probably already scattered throughout the pages of this book!)

Remember, don't edit yourself. And don't judge yourself!

If you've reread a not-so-literary novel a few times, put it on the list! If you love watching gymnastics, put that on the list, too. Do you enjoy cooking, collecting bugs, identifying constellations, visiting your grandmother? Are you drawn to gossip magazines or circus performers, or the food-gathering rituals of chipmunks? Write it all down; you never know what you may learn from seeing all your interests written down in one place.

**Take a look at your list.**

Do any patterns emerge? Do you see an interest that you'd like to pursue further? Turning an interest into a real skill or talent—now that's exciting!

# MY FAVORITES

Listing your "favorites" is another way to get a picture of your interests and yourself.

Favorite movie

Favorite book

Favorite song

Favorite place

Favorite time of day

Favorite food

Favorite person

Favorite subject

Favorite Web site

Favorite outdoor activity

Favorite indoor activity

Favorite thing about my family

Favorite thing about my school

Favorite expression

Favorite game

Favorite way to express yourself

Favorite club/organization

Ask yourself why each item was your favorite.

Do you see a pattern? For example, are all your faves related to one thing, like

# Teaching Template

**What do you want to teach girls?**

**How will you:**

1. Explain:
  2. Practice:
  3. Check:
- Does this activity help the girls discover, connect, or take action in relation to the journey? *(not applicable to Day Camp or Service Unit events)*
  - Is this activity girl led?
  - Does it include learning by doing?
  - Is it cooperative?

*If any of the answers above are “no,” are there ways you can adjust how you present the activity to include these learning styles?*

# Meeting Planner

*With the adult leader, complete this sheet for every meeting (not every activity) you plan to help lead*

What is the overall objective of this meeting?

	<b>Plan</b>	<b>Who is leading</b>	<b>Materials/Preparation needed</b>
Pre-meeting			
Opening			
Business			
Program Activity			
Snack			
Clean-up			
Closing			

## WHAT DO YOU DO AT A GIRL SCOUT TROOP/GROUP MEETING?

Most Girl Scout troop/group meetings have the same general format and are usually one to two hours in length. The basic parts of a meeting are:

**Start-Up Activity:** An informal activity for the girls to enjoy while waiting for everyone to arrive. Some examples of a start-up activity are: singing Girl Scout songs, playing a game, making name tags, or planning an opening or closing.

**Opening:** An activity that starts the meeting. Examples of typical opening are: learning or saying the Girl Scout Promise or Girl Scout Law, learning about each other, reading a story.

**Business:** The business of the troop/group is conducted during the business portion of the meeting and may include basic elements such as dues collection and attendance, record keeping, short planning for upcoming events. The girls should be encouraged to handle as much as their age and experience allows.

**Program Activity:** The highlight of the meeting: a girl's answer when her parent asks her, "What did you do at your Girl Scout meeting today?"

**Clean-up:** Girl Scouts always leave a place better than they found it. Work is easier while singing a song or when it's made into a game. Everyone helps!

**Closing:** Meetings end with simple closing ceremonies. After a few examples and a little encouragement, the girls will come up with suitable openings and closings on their own.

*Optional: Girls may choose to have a nutritious snack at any scheduled time during the meeting. The group decides on who brings the snack.*

# Program Aide Training Evaluation Form

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The training met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to apply the knowledge learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate time was provided for questions and discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class participation and interaction were encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The trainer was knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the training overall?

Excellent

Good

Average

Poor

Very poor

What was your favourite part of the training?

What aspects of the training could be improved?

What is one thing you learned today?

Please share any additional comments or feedback.

**THANK YOU FOR YOUR PARTICIPATION!**